



ROBERT E HOWARD MIDDLE

1255 Belleville Road
Orangeburg, South

Grades	6-8 Middle School	
Enrollment	423 Students	
Principal	TBD	803-534-5470
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Lisa Jenkins	803-533-7927

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

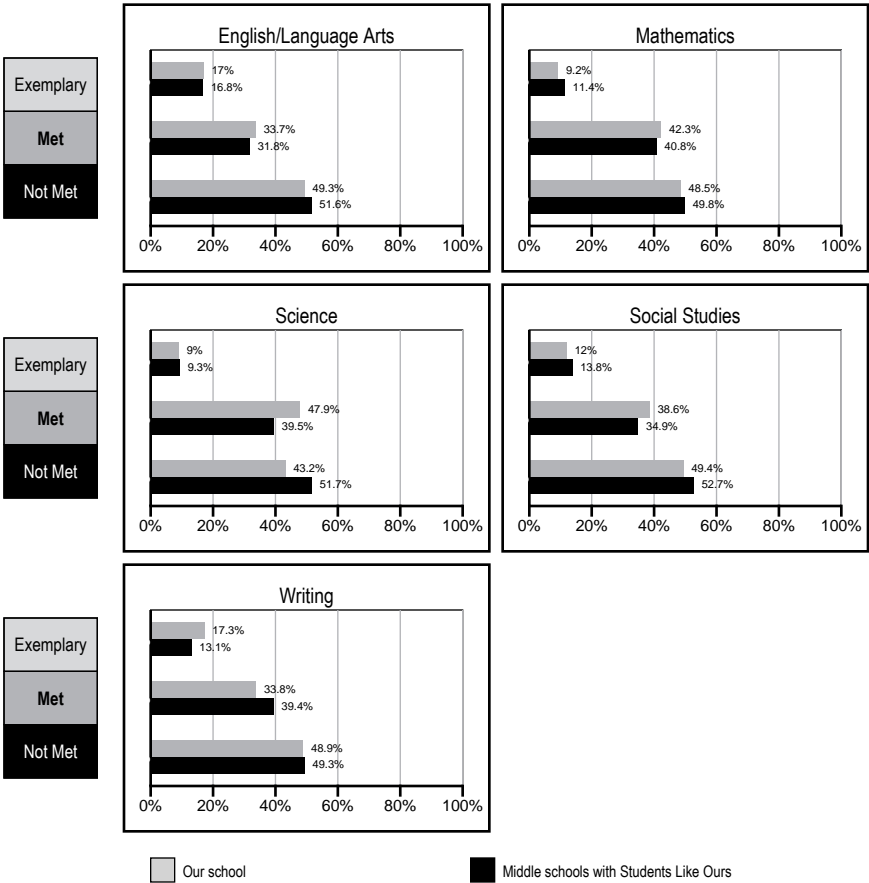
95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	28	25

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	88.1%	88.3%
English 1	91.5%	86.7%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	0.0%	13.4%
US History and the Constitution	N/A	N/A
All Subjects	88.9%	87.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=423)				
Students enrolled in high school credit courses (grades 7 & 8)	14.2%	Up from 10.4%	13.2%	24.5%
Retention rate	0.7%	Down from 1.2%	1.0%	0.7%
Attendance rate	96.6%	Up from 95.3%	95.3%	95.9%
Served by gifted and talented program	6.0%	Up from 5.3%	5.8%	17.8%
With disabilities other than speech	9.1%	Down from 15.2%	11.1%	9.2%
Older than usual for grade	3.4%	Down from 4.8%	3.4%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 5.5%	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	74.2%	Down from 80.6%	58.9%	60.0%
Continuing contract teachers	77.4%	Down from 80.6%	67.3%	82.6%
Teachers returning from previous year	76.6%	Down from 80.7%	78.1%	85.6%
Teacher attendance rate	93.5%	Down from 96.7%	95.4%	95.3%
Average teacher salary*	\$45,758	Down 7.2%	\$44,262	\$46,300
Professional development days/teacher	10.6 days	Down from 15.1 days	10.6 days	9.9 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 18.7 to 1	18.3 to 1	21.5 to 1
Prime instructional time	88.6%	Down from 90.5%	89.2%	90.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.9%	Down from 100.0%	97.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,528	Up 9.3%	\$10,000	\$7,634
Percent of expenditures for instruction**	59.8%	Down from 60.8%	60.1%	64.0%
Percent of expenditures for teacher salaries**	54.7%	Down from 57.1%	55.8%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Robert E. Howard Middle School serves 405 students in grades sixth through eighth in the historic "Garden City" of Orangeburg, South Carolina. We are committed to meeting the unique needs of every student. Our programs include a variety of academic and related arts opportunities, along with various student organizations that help prepare our students for high school, college, and careers.

Several eighth grade students qualified to be enrolled in high school classes, Algebra I and English I. Howard's Algebra I students had a 90% passage rate and Howard's English I students had an 87% passage rate on the End-of-Course Exams.

Positive Behavioral Interventions and Supports (PBIS) have been implemented to ensure that the school climate continues to improve. Significant decreases were evident by the student activity data report.

The Guidance Center sponsored a mentoring program and a school-wide character education program through which students were mentored by a number of community members and school personnel throughout the school term.

Several students received local and state certificates and awards recognizing them in the areas of writing, science, geography, arts, home arts, music, band, football, basketball, and citizenship. Two Howard students were recognized as South Carolina Junior Scholars. One Howard student who participated in the District Middle School Magnet Program has been awarded the Melba McKenzie Summer Scholarship. The student was awarded \$750 to attend the SC Governor's School for Arts and Humanities during the summer for academically or artistically gifted students. Several visual arts students were recognized as County Fair Art Winners, including 1st Place in the Youth Craft Division, 2nd Place Youth Craft Division, and 3rd Place Youth Art Division. Howard's students dominated the middle level division of the Orangeburg County Elk's Writing Contest with 1st, 2nd, and 3rd Place winners. Howard's Science Fair winners won 2nd and 3rd Place in Physical Science Division and 2nd Place in the Life Science Division of the District Science Fair. Our school's football team was a district champion and 2nd Place in the Mid-15 Conference Championship game. Our Boys' Basketball Team was the district champion and the Mid-15 Conference Champions. Also, we had four students who qualified for the Orangeburg Summer Consortium for the Arts in the areas of drama, dance, and instrumental performance. In addition, a band student qualified to participate with the State Region Band after his superior performance during regional auditions.

Partnering with the Success For All Foundation, Inc., Howard's administrators, faculty and staff implemented the Reading Edge Program to provide direct instruction for each student to enhance their reading ability. Findings revealed significant growth based on the data.

Dr. Jacqueline Inabinette, Principal

Dr. Hallie Loicano, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	120	43
Percent satisfied with learning environment	75.8%	70.6%	76.2%
Percent satisfied with social and physical environment	97.0%	70.3%	81.0%
Percent satisfied with school-home relations	56.3%	79.3%	75.6%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	398	100	49.2	33.1	17.8	64.5	75.1	82.4	No	Yes
Gender										
Male	207	100	52.1	31.8	16.1	60.4	71.9	78.7	N/A	N/A
Female	191	100	46	34.5	19.5	69	78.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	81.9	88.9	I/S	I/S
African American	382	100	49.1	33.2	17.6	65.1	74.1	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	77.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	72	100	84.1	6.3	9.5	30.2	48.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	356	100	52.1	32.7	15.2	62.1	72.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	398	100	48.4	42.3	9.3	67.8	72.4	81.9	No	Yes
Gender										
Male	207	100	50.5	41.7	7.8	63.5	69.7	79.9	N/A	N/A
Female	191	100	46	43.1	10.9	72.4	75.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	76.6	88.9	I/S	I/S
African American	382	100	48.3	42.6	9.1	67	71.5	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	72	100	77.8	19	3.2	36.5	45.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	356	100	51.2	42.7	6.1	66.4	70.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	263	100	42.9	46.7	10.4	57.1	57.9	68.6
Gender								
Male	140	100	38.8	48.1	13.2	61.2	58.9	68.3
Female	123	100	47.7	45	7.2	52.3	57	68.9
Racial/Ethnic Group								
White	9	I/S	I/S	I/S	I/S	I/S	72.5	80.7
African American	251	100	43	46.5	10.4	57	56.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	47.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	47	100	63.4	24.4	12.2	36.6	38.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	232	100	46.3	45.3	8.4	53.7	54.3	57.3

Social Studies

All Students	255	100	49.4	38.7	11.9	50.6	65	72.5
Gender								
Male	137	100	53.1	34.4	12.5	46.9	61.8	72
Female	118	100	44.9	43.9	11.2	55.1	68.4	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	74.2	81
African American	248	100	49.6	38.3	12.2	50.4	63.7	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	94.4	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	46	100	75	17.5	7.5	25	44.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80	69.7
Socio-Economic Status								
Subsidized meals	230	100	52.6	39	8.5	47.4	61.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	144	97.9	48.5	34.1	17.4	51.5	66.9	73.2	96.6	95.9
Gender										
Male	74	97.3	58	33.3	8.7	42	59.8	67.2	96	95.5
Female	70	98.6	38.1	34.9	27	61.9	74.1	79.4	97.2	96.3
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	65.2	81.5	93.8	94.3
African American	137	98.5	46.8	34.9	18.3	53.2	66.9	61.3	96.6	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	98.8	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.6
Disability Status										
Disabled	24	91.7	90.5	4.8	4.8	9.5	27.2	26	95.1	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	98.5	96.2
Socio-Economic Status										
Subsidized meals	126	98.4	54.3	28.4	17.2	45.7	63	63.2	96.5	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	120	100	41.6	40.7	17.7	58.4
	7	154	100	37	39.1	23.9	63
	8	134	100	60	30.4	9.6	40
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	100	48.8	36.2	15	51.2
	7	121	100	45.5	33.6	20.9	54.5
	8	142	100	52.7	29.5	17.8	47.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	120	100	53.1	40.7	6.2	46.9
	7	154	99.4	47.4	41.6	10.9	52.6
	8	134	100	53.6	36	10.4	46.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	100	45.7	47.2	7.1	54.3
	7	121	100	54.5	35.5	10	45.5
	8	142	100	45.7	43.4	10.9	54.3
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	60	98.3	50	46.4	3.6	50
	7	153	100	31.4	52.6	16.1	68.6
	8	67	100	48.4	37.1	14.5	51.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	69	100	45.3	48.4	6.3	54.7
	7	121	100	36.4	51.8	11.8	63.6
	8	73	100	51.5	36.4	12.1	48.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	60	100	35.7	58.9	5.4	64.3
	7	153	100	46.7	38.7	14.6	53.3
	8	67	100	71.4	22.2	6.3	28.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	66	100	33.3	55.6	11.1	66.7
	7	120	100	57.8	31.2	11	42.2
	8	69	100	50.8	34.9	14.3	49.2
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	126	97.6	47.4	41.4	11.2	52.6
	7	152	97.4	29.6	52.6	17.8	70.4
	8	133	100	45.2	45.2	9.5	54.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	144	97.9	48.5	34.1	17.4	51.5

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